

# Building Capacity for Proficiency-based Learning: South Portland's Approach

Commissioner's Conference  
June 24, 2014

# Today's Objective

An overview of how SPSD is Supporting  
Changes in the System

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SPSPD's Implementation Plan has

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- illuminated infrastructure needs, and ...

# Today's Objective

An overview of how SPSD is Supporting Changes in the System

Key Aspects of SPSD's Implementation Plan ...

- has been the driving force for creating a systemic shift in beliefs ...
- illuminated infrastructure needs, and ...
- revealed a PD approach

# Background

Standards-based report card at elementary  
(5-6 years ago)

SBG Committee (5 years)

- Comprised of MS and HS administrators and MS and HS teachers
- Met monthly
- Researched, invited people to speak to the group

# Starting Point for the Plan

SBG Committee Spring 2012

4 agreements

- Report out on Essential Learning Targets synthesized from the “revised MLR”, both content and Guiding Principles
- Separate behaviors from content learning
- Use a 4 pt rubric (1= does not meet; 2=partially meets; 3=meets; 4= exceeds)
- Use trending to honor that students do not all learn things at the same time

# Key Aspects of the Plan

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- Report content learning as a trend on summative assessments

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- Reporting on 21<sup>st</sup> Century Skills as a way to measure the Guiding Principles

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- Reporting on Guiding Principles

## Phasing by reform per grade levels/spans

# 2013-14 Implementation

Grade 9-12 – Explore

Grade 7 & 8 at both MS – all content areas

- Report HOW and content separately in Infinite Campus
- Use HOW ELTs to report on HOW

Grade 6 at both MS - Math, Science, ELA, Social Studies (at least)

- Report HOW and content separately in JumpRope
- Use ELTs for content and HOW to report
- Teachers used 4 point rubric
- “Grades” are a trending calculation

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Phasing by reform per grade levels/spans

Make it part of the plan to learn and evolve

# Infrastructure

If the plan is the “to do” list, then what is needed to make it happen?



# Infrastructure












- ◉ If the plan is the “to do” list, then what is needed to make it happen?
  - Essential Learning Targets (content, habits of work, 21<sup>st</sup> century skills)

# Essential Learning Targets

# Infrastructure

- ◉ If the plan is the “to do” list, then what is needed to make it happen?
  - Essential Learning Targets (content, habits of work, 21<sup>st</sup> century skills)
  - Tracking and Reporting Tool

# Link Assignments to Content ELTs

▼  G2 Geography: world geography: Level D - Understands the relationship between regions of the world and climate.	 1.4
 [Formative] CW Argumentative Essay Outline (Weight 0.01) - 2013-10-28	 2.0
 [Formative] CW Country and Climate Research Notes (Weight 0.01) - 2013-10-11	 2.0
 [Formative] CW Research Check In (Weight 0.01) - 2013-10-18	 1.0
 [Summative] CW Geography Matters Research Project - 2013-10-23	 2.0
 [Summative] CW and HW Argumentative Essay - 2013-10-30	 1.0

# Link Assignments to Habits of Work

## ▼ Overall Habits of Work Mastery



### ▼ Student regularly completes assignments and is prepared for class with all the necessary materials. (Weight 0)



 [Formative] CW/HW-Multi Digit Adding Handout (Weight 0.01) - 2013-09-05



 [Formative] CW/HW-Multiplication Handout (Weight 0.01) - 2013-09-09



 [Formative] HW - Common Denominators Handout (Weight 0.01) - 2013-10-31



 [Formative] HW - Equivalent Fractions Handout (Weight 0.01) - 2013-10-03



 [Formative] HW - HOW for week of 10/21 (Weight 0.01) - 2013-10-25



 [Formative] HW - HOW for week of 10/28 (Weight 0.01) - 2013-10-28



 [Formative] HW- Divisibility Rules Coloring Handout (Weight 0.01) - 2013-09-20



 [Formative] HW- LCM & GCF Handout (Weight 0) - 2013-09-18























### ▶ Student tends to use time effectively, takes initiative, asks questions, and actively contributes to the class. (Weight 0)



### ▼ Student's language and behavior are respectful of others and student interacts regularly in a way that is contributing to a positive and productive learning environment for all. (Weight 0)



# ELT Proficiency = a trend calculation

▼  Overall Content Mastery	 2.6
▶  G1 Culture: awareness and understanding: Level F - Understands the interaction between cultural groups can result in sharing products and ideas, consensus, compromise, or conflict.	 3.0
▶  RC12 Acquisition: vocabulary: Level C - Is skilled at using words that have multiple meanings including connotative and denotative meaning.	 2.0
▶  RC13 Literature: plot development: Level D, pt. 1 - Understands how the plot of the story is driven by conflict using appropriate qualitative and quantitative measures of text complexity.	 2.0
▶  RC13 Literature: plot development: Level D, pt. 2 - Understands how plot is shaped by various elements using appropriate qualitative and quantitative measures of text complexity.	 2.0
▶  RC14 Literature: character development: Level C pt. 1 Understands events influence goals and motivations which contribute to character development using appropriate qualitative and quantitative measures of text complexity.	 3.0
▶  RC14 Literature: character development: Level C pt. 2 Understands how and why the character responds or changes as the events or challenges in the story move toward a resolution using appropriate qualitative and quantitative measures of text complexity.	 2.0
▶  RC15 Informational: rhetorical modes: Level A Understands how rhetoric advances point of view and purpose for a specific audience using appropriate qualitative and quantitative measures of text complexity.	 3.0
▶  WA1 Types and Purposes: opinions/argument: Level D, pt. 1 Is skilled at developing multiple reasons with supporting evidence.	 3.0
▶  WA1 Types and Purposes: opinions/argument: Level D, pt. 2 Is skilled at grouping related information using linking words and phrases.	 3.0

# Infrastructure

- ◎ If the plan is the “to do” list, then what is needed to make it happen?
  - Essential Learning Targets (content, habits of work, 21<sup>st</sup> century skills)
  - Tracking and Reporting Tool
  - Steering Committee to evolve the plan and guide/advise

# PD/Support for Grade 6 Transition

Paid time in the summer

- Summer JumpRope Training
- Planning

August full day JumpRope training

Weekly team meetings with Director of Curriculum

All Early Release Days exempted from other activities/tasks



# PD/“ah ha”

The realities of reporting forced the needed conversations

- Scoring
- Formative Assessment
- Summative Assessment

Backward Planning

# PD/Support

Pay teachers to attend summer PD  
designed to introduce the key lessons  
learned (formative, summative,  
planning)

Structure on-going consultation

Dedicate Early Release time

# Transition Funds

- Pay teachers for their time to participate in the PD

## Other Uses

- Great Schools – critical friends to support Steering Committee
- JumpRope – licenses and PD with teachers and district leaders

# Next Step K-8

- ⦿ Grades 5-8 & K-4 at one elementary, all content areas
  - Report on HOW and content ELTs separately in JumpRope
  - Teachers input 1, 2, 2.5, 3, 4
  - “Grades” are a trending calculation
- ⦿ Grade 6 start reporting on 21<sup>st</sup> century skills
- ⦿ MS athletic eligibility based on HOW
- ⦿ Academic Recognition aligned to Latin System

# Next Steps 9-12

## ⦿ Grades 9-12

- Define proficiency in terms of rigor
- Begin Implementation 21<sup>st</sup> Century Skills ELTs
- Continue identifying pathways for proficiency and endorsements